

Henry Clay Elementary School 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/29/2020	Laurincik, Hannah, Milanovic, Barrett	CIWP team selection; Introduction to SEF
01/31/2020	Marin, Barrett, Milanovic, Laurincik, Hannah, Polovina, Valerio, Ruiz	SEF completion
03/18/2020	Laurincik, Robles, Hannah, Monegain	Areas of Critical Needs/ Goals/ CIWP Priorities

Date	Participants	Topic
03/03/2020	Marin, Laurincik, Hannah, Monegain, Robles	Root Cause Analysis
04/10/2020	Laurincik, Hannah	Theory of Action

Framework

Category scoring

- 1 NONE or FEW of the practices are CONSISTENTLY evident.
- 2 FEW of the practices are CONSISTENTLY evident for FEW students and/or staff.
- 3 MOST of the practices are CONSISTENTLY evident for SOME students and/or staff.
- 4 Nearly ALL practices are CONSISTENTLY evident for ALL students and/or staff.

Subcategory scoring

- 1 Practice is not consistently evident for ANY students and/or staff.
- 2 Practice is CONSISTENTLY evident for FEW students and/or staff.
- 3 Practice is CONSISTENTLY evident for SOME students and/or staff.
- 4 Practice is CONSISTENTLY evident for ALL students and/or staff.
- Not scored

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
 - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 4 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 4 Enable staff to focus and prioritize what matters most
 - 2 Employ the skills to effectively manage change
 - 4 Make "safe practice" an integral part of professional learning
 - 2 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:**
- 3 - Structure for Continuous Improvement
 - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 2 Design professional learning (PL) to achieve school-wide improvement goals
 - 4 Design and implement school day schedules that are responsive to student needs
 - 3 Align the budget to the CIWP priorities and the mission of the school
 - 2 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers

- 4 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
- 2 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- **Evidence:**

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
 - 2 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 2 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
 - 2 Curriculum connects to real world, authentic application of learning
 - 4 Curriculum is aligned to expectations of the standards
 - 4 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:**
- 2 - Instruction
 - 2 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 2 Engage students in learning and foster student ownership
 - 3 Use questioning and discussion as techniques to deepen student understanding
 - 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 2 Provide students frequent, informative feedback
 - 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
 - **Evidence:** MVMS survey results indicate that students do not feel challenged and respected by their teachers - Teacher-student trust, Teacher-Teacher Trust and Teacher-Admin trust were the primary areas of weakness; the lack of a school wide progress monitoring tool makes it difficult for teachers to regularly monitor students' academic progress and incorporate lessons and activities that support equitable access to content, MTSS Logging Tool indicates that not all students are receiving tiered interventions and those who are are not moving in and out of the tiers; Grade book audits indicate that there is inconsistency with regards to learning tasks that align to the key shifts and practices; NWEA EOY reading and math subgroup data indicates the lack of differentiating and fully integrating for all learners
- 2 - Balanced Assessment and Grading
 - 2 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students

- 2 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
- 1 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
- 1 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
- 2 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
- 1 Utilize assessments that measure the development of academic language for English learners
- 2 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
- 2 Improve and promote assessment literacy
- 1 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- **Evidence:**
- 2 - MTSS
 - 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
 - 2 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
 - 1 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 1 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 2 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
 - 2 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
 - 2 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
 - 2 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
 - 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
 - 1 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
 - 2 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)

- 2 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 2 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 1 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 1 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 1 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 1 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 1 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 2 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** The MTSS Logging Tool data indicates that not all students who need them are receiving tiered interventions; The MTSS team is emergent however, additional stakeholders are needed to effectively support student achievement; the school has not identified a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports; There is minimal evidence that the team ensures that feedback/input from families is taken into consideration during the PSP and intervention planning
- 3 - Transitions, College & Career Access, & Persistence

- 2 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
- 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
- 3 READINESS ? Ensure equitable access to college preparatory curriculum
- 2 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
- **Evidence:**

Quality and Character of School Life

- 3 - Relational Trust
 - 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:**
- 2 - Student Voice, Engagement, and Civic Life
 - 3 Study politics
 - 3 Become informed voters and participants in the electoral process
 - 3 Engage in discussions about current and controversial issues
 - 3 Explore their identities and beliefs (REQUIRED: OSEL)
 - 1 Exercise student voice (REQUIRED: OSEL)
 - 2 Authentically interact with community and civic leaders
 - 3 Engage with their community
 - 2 Take informed action where they work together to propose and advocate for solutions
 - 2 Experience a schoolwide civics culture
 - **Evidence:**
- 3 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 2 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 4 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:** MSMV survey results indicated that Safety was a concern and that all students and adults do not feel physically, socially, intellectually, and emotionally safe throughout the school. Data analyzed from Aspen misconduct reports, Student Logger referrals, and Teacher Requests for Dean Support indicates that there is a need for managing safe, efficient, and orderly transitions for arrival, dismissal, and other school-wide transitions and that there is evidence that not all

- adults greet students warmly and interact positively with them during arrival, dismissal, and passing periods
- 3 - Supportive and Equitable Approaches to Discipline
 - 2 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 2 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:**
 - 3 - Family & Community Engagement
 - 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 2 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 2 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 4 Partner equitably with parents speaking languages other than English
 - 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
 - **Evidence:**

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	2
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
3	Quality and Character of School Life: Family & Community Engagement	0
3	Quality and Character of School Life: Physical and Emotional Safety	3
3	Quality and Character of School Life: Relational Trust	0
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0

Goals

Areas of critical need and root cause analysis

[X] By checking this box, I confirm that we have recalled previous data analysis, conducted new data analysis as needed, and indicated 3-5 areas of critical need in our school's CIWP Google sheet for the Area of Critical Need component. We will now move on to the Goals component.;

[X] By checking this box, I confirm that we have completed a root cause analysis for **each** area of critical need and indicated 3-5 root causes in our school's CIWP Google sheet for the Root Cause Analysis component.

Area of Critical Need 1	Second Grade Reading Attainment Percentile 39%
Root Cause 1	Disconnect between what is taught (CCSS) and how to teach it (Curriculum)
Area of Critical Need 2	African American Reading Growth (13)
Root Cause 2	Lack of the school community providing equitable access to AA students
Area of Critical Need 3	Percentage of students making sufficient annual progress on ACCESS 22.5%
Root Cause 3	Teacher training and supports in 4-8 monolingual classrooms was not a priority

Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
<p>SQRP: National School Attainment Percentile - Reading (Grade 2)</p> <p>Our second grade attainment for reading on the SQRP was in the 39th percentile and our goal is to increase to the 50th percentile by the EOY of SY22; we are part of the balanced literacy cohort and our primary teachers continue to receive PD around high quality instruction, in particular independent reading with fidelity; teacher leaders are emerging in K-2 and are supporting their colleagues by conducting peer observations and providing feedback; in addition we expanded our RIM program to include first grade</p>	Overall		45.00	50.00
<p>SQRP: % of Students Making Sufficient Annual Progress on ACCESS</p> <p>Our percentage of students making adequate progress on the ACCESS for SY19 was low, 22.5% and our goal is to increase to the 35th percentile by the EOY of SY22; Our ELPT conducts quarterly PD for all teachers with regards to EL strategies and supports; we've added a bilingual PLC that will meet monthly after school to engage in discussion around best practices; we have increased the amount of supports provided to students who transition out of the bilingual program in grades 4-8; we will provide training around the ACCESS assessment so teachers understand the expectations and can better support EL students</p>	EL		27.00	35.00
<p>SQRP: National School Growth Percentile - Reading (Grades 3-8)</p> <p>Our African American students exhibited extremely low growth for reading -13th percentile and our goal is to increase to the 27th percentile by the EOY of SY22; ILT utilized the PSP to identify root causes and next steps including ensuring access to MTSS interventions and supports, equitable access to instruction, extended opportunities for after school programming and clubs, etc.</p>	Overall		50.00	55.00
<p>SQRP: National School Growth Percentile - Reading (Grades 3-8)</p>	Students with IEPs		45.00	50.00
	Overall		50.00	55.00

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Our diverse learner growth percentile for reading was in the 38th percentile which was lower than our school wide growth percentile, our goal is to increase growth to the 50th percentile by the EOY of SY22; strategies include ensuring access to MTSS interventions and supports, equitable access to grade level instruction, extended opportunities for after school programming etc.				
(Blank)				

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey 5Essentials 5-4-3-2-1 metrics 5(well organized, 4-organized, 3-moderately organized, 2-partially organized, 1-not yet organized) indicator score for SY19 was 3-moderately organized. Safety, Admin-Teacher Trust, Teacher-Teacher Trust, and Teacher-Student Trust were areas of weakness as indicated in the survey. Physical and emotional safety is a CIWP priority and we have been engaging in a variety of team/trust building PD's and activities to build trust and rapport and improve the overall school climate				4.00	5.00

Custom metrics (0% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
(Blank) (Blank)					

Strategies

Strategy 1

If we do...	Provide quarterly professional development regarding high-quality instruction, including communicating with students, questioning and discussion techniques and engaging students in learning
Then we see...	teachers effectively communicating CCSS, objectives, and a purpose for learning, using a variety of low-high level open-ended questions that address various DOK levels, engage students in authentic discussions, and engaging students with tasks and texts that are complex and challenge student thinking
which leads to...	an 11% increase (current 39% - goal 50%) in the Reading and Math Attainment percentile for grade 2 as determined by the EOY NWEA assessment; a 12.5% increase (22.5%-35%) in students who make adequate progress on ACCESS, a 14% increase in African American students in Reading growth (13%-27%), and a 10% increase in the percent of teachers who earn a Proficient or Distinguished rating in REACH Domain 3 all by EOY SY22
Budget Description	Allocating funds for extended day TST PLC; Extended day buckets for consultants for teacher PD around System 44; extended day bucket for K-2 after school programs for reading and math, purchasing professional texts; time investments include scheduling PD's after school and soliciting qualified teachers to work the primary after school programs
Tags	Leadership for Continuous Improvement, Instruction, Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 4-21st Century Professional Learning, Math: Rigorous Tasks, Math: Student Discourse, Math: Curriculum
Action steps	<ul style="list-style-type: none"> • (Not started) Create a Quarterly Professional Development Plan to improve teacher practice around communicating with students, questioning and discussion techniques, and student engagement Tags:Leadership for Continuous Improvement, Structure for Continuous Improvement, Teacher Leader Development & Innovation: Teacher Teams • (Not started) Create a quarterly schedule for teachers who are Basic/Unsatisfactory in REACH 3A-3C to conduct peer observations with teachers who are proficient or distinguished in REACH 3A-3C; utilize a Peer Observation Feedback Tool for take-aways, next steps, and implications for instruction Tags:Leadership for Continuous Improvement, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams • (Not started) Expand on the mandatory REACH Teacher Evaluation PD at the BOY to include specific PD to support teacher practice in earning a Proficient/Distinguished rating in Domain 3: 3A-3C Tags:Leadership for Continuous Improvement, Teacher Leader Development & Innovation: Teacher Teams • (Not started) Embed resources, videos, and additional instructional supports regarding communicating with students, questioning and discussion techniques,

and student engagement found on the Knowledge Center in bi-monthly teacher team academic meetings

Tags:Leadership for Continuous Improvement, Teacher Leader Development & Innovation: Teacher Teams

- (Not started) Post discussion stems/accountable talk anchor charts in all classrooms and monitor the implementation of the strategy through quarterly ILT walk-throughs using a monitoring tool

Tags:Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Math: Student Discourse

- (Not started) Video tape high quality student discourse or collaboration sessions and share with colleagues to provide examples of exemplars

Tags:Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams, Math: Student Discourse

- (Not started) Create a Student Engagement PLC for teachers; Grade band teachers, K-2, 3,4 and 5-8 will meet after school monthly to dedicate to engage in professional readings, discussions about research-based best-practices, and safe practice strategy implementation to support student engagement

Tags:Leadership for Continuous Improvement, Literacy: Shift 4-21st Century Professional Learning, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams

- (Not started) Monitor the use of complex texts and tasks for Reading and Math in lesson planning and daily instruction

Tags:Leadership for Continuous Improvement, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Math: Rigorous Tasks

- (Not started) ELPT will provide Quarterly PD to all teachers Pk-8 with regards to EL supports and instructional best practices

Tags:OLCE, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams

- (Not started) Create a schedule for the ELPT to provide additional support to transitional-bilingual students in grades 4-8

Tags:Leadership for Continuous Improvement

- (Not started) Create a master schedule that allows for DLT's and ELPT to attend relevant bi-weekly principal-directed grade level meetings

	<p>Tags:Leadership for Continuous Improvement, Structure for Continuous Improvement, Teacher Leader Development & Innovation: Teacher Teams</p> <ul style="list-style-type: none"> (On-Track) Allocate funds to support a primary after school program for grades K-2 for reading and math; solicit qualified teachers to work the after school program <p>Tags:Instruction, Budget & Grants</p> <ul style="list-style-type: none"> (Not started) Apply for the Teachers Supporting Teachers (TST) "Teacher Liaison" program. Engage an 'Impact Team" consisting of a variety of stakeholders to identify and work toward solving a school wide instructional goal <p>Tags:Leadership for Continuous Improvement, Instruction, ONS: Continuous Improvement, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams</p> <ul style="list-style-type: none"> (Not started) Utilize the Checkpoint System to ensure that assessments meaningfully connect to the curriculum and provide teachers with the information needed to help students access priority grade-level work. <p>Tags:Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Checkpoint Student Assessment System</p>
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Strategy 2

If we do...	Establish a clear, systematic, data-driven approach to the MTSS Framework
Then we see...	students receiving targeted Academic interventions and SEL supports tailored to their needs, teachers and support staff analyzing intervention data to plan for future instruction and student mobility among the Tiers
which leads to...	an 11% increase (current 39% - goal 50%) in the Reading and Math Attainment percentile for grade 2 as determined by the EOY NWEA assessment; a 12.5% increase (22.5%-35%) in students who make adequate progress on ACCESS, a 14% increase in African American students in Reading growth (13%-27%), a 10% increase of the number of students achieving quarterly Honor Roll status by 10%, a 5% increase in the number of students who qualify for PBIS incentives, and a 5% decline in the number of student misconducts logged in Aspen
Budget Description	Title1 funds to purchase a consistent progress monitoring tool; Extended day buckets for teacher PD; extended day bucket for MTSS team meetings after school; allocate funds for consultants to provide PD for System 44 to support DL's
Tags	Instruction, Physical and Emotional Safety, MTSS: Fidelity of Implementation, MTSS: Progress Monitoring, OSEL: SEL Instruction, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions, Personalized Learning: Tailored Learning/Differentiation

<p>Action steps</p>	<ul style="list-style-type: none"> • (On-Track) Identify students who are currently receiving Tier 2 and 3 Academic and SEL interventions and log them in the MTSS Logging Tool Tags:MTSS: Fidelity of Implementation, MTSS: Progress Monitoring, OSEL: Tier 2 and 3 Interventions • (Not started) Ensure that universal Tier 1 SEL instruction/strategies to promote a positive school climate where all students social and emotional growth continues to be implemented in all classrooms Tags:OSEL: SEL Instruction, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment • (Not started) Clearly communicate to all stakeholders the student supports and interventions that are available and the criteria for movement within the tier system in an effort to promote positive two-way home/school communication Tags:MTSS: Family and Community Engagement, MTSS: Fidelity of Implementation, SSCE: Community Engagement • (Completed) Expand on the current MTSS team to include a more diverse membership whose expertise and knowledge is aligned to MTSS goals and priorities Tags:MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership • (Not started) BHT will collaborate with teacher teams and Related Service Providers (RSP) to plan and monitor targeted student SEL support with varied instructional strategies and degrees of intensity for all students. Tags:MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, ODLSS: Behavior Support, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions • (Not started) Communicate to all stakeholders our school wide plan for student mobility among the Tiers Tags:MTSS, MTSS: Fidelity of Implementation, MTSS: Progress Monitoring, OSEL: Tier 2 and 3 Interventions • (Not started) Create a plan for ensuring that African American students receive equitable Academic and/or SEL supports as needed. Tags:MTSS, Equity: Targeted Universalism • (Not started) Identify a school wide research-based progress monitoring tool for MTSS
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	<p>Tags:MTSS: Progress Monitoring</p> <ul style="list-style-type: none"> (Not started) Allocate funds for extended day teacher PD, consultants, and/or monthly MTSS team meetings <p>Tags:MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Progress Monitoring</p>
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Strategy 3

If we do...	Teach, model and reinforce clear school wide behavioral expectations to all stakeholders
Then we see...	school wide expectations being adhered to, all stakeholders taking an active role in creating a culture of calm, and procedures for responding to and reporting physical or emotional safety concerns being followed
which leads to...	our overall scale score for School Safety as reported in the MVMS survey will increase to the 60-79 range (Strong); a 10% decrease in the number of misconducts entered in Aspen; a 20% increase in the number of Parent Patrol Volunteers, a 10% decrease in the number of bullying claims reported
Budget Description	Tile 1 funding to purchase "Playworks"; extended day bucket for Climate Team meetings; PD consultants - Responsive Classroom; allocate funds to continue our CISC extensive partnership for the 20SY
Tags	Physical and Emotional Safety, FACE2: Parent Engagement, OSEL: Supportive School Environment
Action steps	<ul style="list-style-type: none"> (Not started) Create a Safety Task Force that meets monthly to discuss school wide safety concerns <p>Tags:Physical and Emotional Safety, FACE2: Parent Engagement</p> <ul style="list-style-type: none"> (Not started) Train the staff on Responsive Classroom techniques and how to access the Responsive Classroom Library <p>Tags:Physical and Emotional Safety, OSEL: Supportive Classroom Environment</p> <ul style="list-style-type: none"> (Not started) Clearly communicate our school wide expectations - ROAR with all stakeholders <p>Tags:Physical and Emotional Safety, OSEL: Supportive and Equitable Discipline Practices</p> <ul style="list-style-type: none"> (Not started) Create a plan for ensuring that students who receive consequences for misconducts also receive equitable SEL supports as needed; analyze trends in Aspen misconduct data as it correlates to SEL interventions logged in the MTSS Logging Tool

Tags:Supportive and Equitable Approaches to Discipline, OSEL: Supportive School Environment

- (Not started) Monitor the weekly implementation of Calm Classroom with fidelity in grades k-8

Tags:Physical and Emotional Safety, OSEL: Supportive Classroom Environment

- (Not started) Offer professional development to parent patrol volunteers, school staff, and student leaders from "Playworks" to provide them with tools and resources to facilitate structured recess

Tags:Physical and Emotional Safety

- (Not started) Allocate funds for "Playworks" to support structured recess and appropriate play

Tags:Physical and Emotional Safety, OSEL: Supportive School Environment

- (Not started) Monitor the use of Second Step as universal Tier 1 SEL instruction with fidelity in grades Pk-8; allocate funds to train new staff members and/or replenish materials as needed

Tags:Budget & Grants, OSEL: SEL Instruction

- (Not started) Expand the Student Voice Committee to include a variety of relevant stakeholders ie) DL, EL, students with poor attendance, etc. in grades 5-8 as well as staff members; monthly meetings with agendas will take place and student/staff surveys will help to monitor effectiveness and plan for next steps

Tags:Student Voice, Engagement, and Civic Life, SSCE: Student Voice

- (Not started) Utilize external partnerships - CISC, HELP, Girls, Inc. to seek out and/or provide school wide anti-bullying assemblies/programming

Tags:Physical and Emotional Safety, CBE: SEL Integration, FACE2: Community Partnerships

- (Not started) Allocate funds to continue our intensive partnership with CISC

Tags:

- (Not started) On a quarterly basis the Climate Team and the Student Voice committee will have a joint meeting to discuss school wide concerns and recommendations; students and staff will be surveyed quarterly and responses analyzed

Tags:Student Voice, Engagement, and Civic Life, OSEL: Supportive School Environment

Action Plan

Strategy 1

Create a Quarterly Professional Development Plan to improve teacher practice around communicating with students, questioning and discussion techniques, and student engagement

Jun 30, 2021 to Aug 31, 2021 - ILT, Admin

Create a quarterly schedule for teachers who are Basic/Unsatisfactory in REACH 3A-3C to conduct peer observations with teachers who are proficient or distinguished in REACH 3A-3C; utilize a Peer Observation Feedback Tool for take-aways, next steps, and implications for instruction

Jun 30, 2020 to Aug 31, 2020 - ILT

Expand on the mandatory REACH Teacher Evaluation PD at the BOY to include specific PD to support teacher practice in earning a Proficient/Distinguished rating in Domain 3: 3A-3C

Jun 30, 2020 to Aug 31, 2020 - Admin

Embed resources, videos, and additional instructional supports regarding communicating with students, questioning and discussion techniques, and student engagement found on the Knowledge Center in bi-monthly teacher team academic meetings

Sep 01, 2020 to Jun 18, 2021 - ILT/Teacher Team Leads

Post discussion stems/accountable talk anchor charts in all classrooms and monitor the implementation of the strategy through quarterly ILT walk-throughs using a monitoring tool

Sep 14, 2020 to Jun 18, 2021 - ILT

Video tape high quality student discourse or collaboration sessions and share with colleagues to provide examples of exemplars

Nov 16, 2020 to Jun 18, 2021 - Teacher Teams, ILT

Create a Student Engagement PLC for teachers; Grade band teachers, K-2, 3,4 and 5-8 will meet after school monthly to dedicate to engage in professional readings, discussions about research-based best-practices, and safe practice strategy implementation to support student engagement

Sep 08, 2020 to Jun 18, 2021 - Teacher Teams, ILT, Teacher Leaders, Admin

Monitor the use of complex texts and tasks for Reading and Math in lesson planning and daily instruction

Aug 31, 2020 to Jun 18, 2021 - Admin/ILT

ELPT will provide Quarterly PD to all teachers Pk-8 with regards to EL supports and instructional best practices

Nov 27, 2020 to Jun 18, 2021 - ELPT/ILT

Create a schedule for the ELPT to provide additional support to transitional-bilingual students in grades 4-8

Jun 30, 2020 to Aug 28, 2020 - Admin/ELPT

Create a master schedule that allows for DLT's and ELPT to attend relevant bi-weekly principal-directed grade level meetings

May 29, 2020 to Aug 21, 2020 - Admin

On-Track Jun 16, 2020

Allocate funds to support a primary after school program for grades K-2 for reading and math; solicit qualified teachers to work the after school program

Apr 06, 2020 to Apr 10, 2020 - ILT/Admin

Apply for the Teachers Supporting Teachers (TST) "Teacher Liaison" program. Engage an "Impact Team" consisting of a variety of stakeholders to identify and work toward solving a school wide instructional goal

May 15, 2020 to Jun 18, 2021 - Admin/ILT

Utilize the Checkpoint System to ensure that assessments meaningfully connect to the curriculum and provide teachers with the information needed to help students access priority grade-level work.

Aug 31, 2020 to Jun 18, 2021 - Admin/ILT/Teacher Teams

Strategy 2

On-Track Jun 15, 2020

Identify students who are currently receiving Tier 2 and 3 Academic and SEL interventions and log them in the MTSS Logging Tool

Sep 28, 2020 to Jun 18, 2021 - BHT, Dean, MTSS Lead

Ensure that universal Tier 1 SEL instruction/strategies to promote a positive school climate where all students social and emotional growth continues to be implemented in all classrooms

Sep 01, 2020 to Jun 18, 2021 - Admin, ILT, Dean

Clearly communicate to all stakeholders the student supports and interventions that are available and the criteria for movement within the tier system in an effort to promote positive two-way home/school communication

Sep 25, 2020 to Jun 18, 2021 - Admin

Completed Oct 07, 2020

Expand on the current MTSS team to include a more diverse membership whose expertise and knowledge is aligned to MTSS goals and priorities

Jun 30, 2020 to Aug 21, 2020 - ILT, BHT

BHT will collaborate with teacher teams and Related Service Providers (RSP) to plan and monitor targeted student SEL support with varied instructional strategies and degrees of intensity for all students.

Sep 07, 2020 to Jun 18, 2021 - Admin, BHT, ILT

Communicate to all stakeholders our school wide plan for student mobility among the Tiers

Sep 06, 2021 to Sep 30, 2021 - MTSS team

Create a plan for ensuring that African American students receive equitable Academic and/or SEL supports as needed.

Jul 01, 2020 to Jul 31, 2020 - School Climate Coordinator/BHT/ILT

Identify a school wide research-based progress monitoring tool for MTSS

Jun 30, 2020 to Aug 28, 2020 - MTSS team/BHT/ILT

Allocate funds for extended day teacher PD, consultants, and/or monthly MTSS team meetings

May 01, 2020 to May 07, 2020 - Admin

Strategy 3

Create a Safety Task Force that meets monthly to discuss school wide safety concerns

Oct 19, 2020 to Jun 18, 2021 - School Climate Coordinator/Climate Team

Train the staff on Responsive Classroom techniques and how to access the Responsive Classroom Library

Aug 31, 2020 to Sep 04, 2020 - Hannah/Fuentes/Bryar

Clearly communicate our school wide expectations - ROAR with all stakeholders

Aug 24, 2020 to Sep 25, 2020 - ILT

Create a plan for ensuring that students who receive consequences for misconducts also receive equitable SEL supports as needed; analyze trends in Aspen misconduct data as it correlates to SEL interventions logged in the MTSS Logging Tool

Sep 07, 2020 to Jun 18, 2021 - BHT/Dean/Climate Team

Monitor the weekly implementation of Calm Classroom with fidelity in grades k-8

Sep 07, 2020 to Jun 18, 2021 - School Climate Coordinator/Climate Team

Offer professional development to parent patrol volunteers, school staff, and student leaders from "Playworks" to provide them with tools and resources to facilitate structured recess

Oct 16, 2020 to Jun 18, 2021 - Admin/Climate Team

Allocate funds for "Playworks" to support structured recess and appropriate play

May 01, 2020 to May 08, 2020 - Admin

Monitor the use of Second Step as universal Tier 1 SEL instruction with fidelity in grades Pk-8; allocate funds to train new staff members and/or replenish materials as needed

Sep 08, 2020 to Jun 18, 2021 - Dean/Admin Team

Expand the Student Voice Committee to include a variety of relevant stakeholders ie) DL, EL, students with poor attendance, etc. in grades 5-8 as well as staff members; monthly meetings with agendas will take place and student/staff surveys will help to monitor effectiveness and plan for next steps

Nov 09, 2020 to Jun 18, 2021 - ILT/Climate Team/Dean

Utilize external partnerships - CISC, HELP, Girls, Inc. to seek out and/or provide school wide anti-bullying assemblies/programming

Sep 07, 2020 to Mar 01, 2021 - CICS, HELP, Girls, Inc. partners/Climate Team

Allocate funds to continue our intensive partnership with CISC

May 01, 2020 to May 07, 2020 - Admin

On a quarterly basis the Climate Team and the Student Voice committee will have a joint meeting to discuss school wide concerns and recommendations; students and staff will be surveyed quarterly and responses analyzed

Nov 02, 2020 to Jun 18, 2021 - Climate Team/SVC

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

The school must annually review the schoolwide plan/program. The schoolwide program plan is available to CPS, parents, and the public, and the information in the plan is in an understandable and uniform format, and to the extent practicable in a language the parents can understand. Please list evidence for the ESSA Schoolwide Program requirements outlined below.

[]

Non-title I school that does not receive any Title I funds

ESSA Schoolwide Program

A comprehensive needs assessment of the entire school that is based on the achievement of students relative to state content and achievement standards.

A variety of data sources, including MOY and EOY NWEA assessment results, ACCESS, RIM (K-1), Dibels, 5 week on-track rate, attendance, etc. will be analyzed and used to determine school wide targeted areas of needs and next steps. Staff, student, and parent surveys will be distributed on a quarterly basis and results will be taken into consideration when making school wide decisions and determining next steps.

Schoolwide reform strategies that provide opportunities for all students to meet proficient and advanced levels of academic achievement.

School wide strategies that provide opportunities for all students to master academic content include prioritizing high quality instruction by providing teachers with professional development and training around communicating with students, questioning and discussion techniques, and engaging students in learning; prioritizing MTSS which includes expanding the MTSS team to include a wide range of relevant stakeholders, and creating a menu of tiered interventions and entrance and exit criteria for moving students in and out of the tiers based on their academic improvement

Schoolwide reform strategies that use methods and instructional strategies based on scientifically-based research that strengthens the core academic program, increases the amount and quality of learning time, and includes strategies to meet the needs of historically underserved populations.

In addition to the above mentioned reform strategies, the school will hosting a Step Up Summer Program for primary students in grades K-2; offering OST after school programming for grades K-8 and ensuring that ALL students have equitable access to programs; providing targeted supports that align with our critical areas of need: 2nd grade Reading attainment, African American Reading growth, percentage of students making adequate progress on ACCESS; engaging teachers in a student engagement PLC - Professional Learning Committee that meets monthly to share research-based best practices to support high quality instruction

Schoolwide reform strategies that address the needs of all students in the school, but particularly those students who are low achieving, at risk of not meeting the states academic achievement

standards, and/or members of the target population of a program included in the schoolwide plan (includes strategies like: mentoring, counseling, pupil services, college career awareness, personal finance education, innovative teaching methods).

School wide strategies that address the academic needs of our at-risk students include the K-2 Step Up SS program; OST targeted reading and math after school tutoring, teacher professional development around high-quality instructional practices, providing MTSS interventions on an individual basis as needed. Strategies to address the social-emotional needs of our at-risk students include counseling, check-in, check-out, student mentoring, college and career support - GoCPS, Girls, Inc empowerment programming, CISC small group counseling - trauma, grief, LGBTQ, etc, HELP family and individual counseling

Please describe the strategies used at your school to attract high-quality, highly-qualified teachers.

To attract high quality teachers the admin team, consisting of relevant grade level team or staff members engages in a thorough interview process. We require that candidates provide us with a resume, a copy of their latest REACH evaluation, letters of recommendation, a sample lesson plan, their ISBE certificate, endorsements and licence, etc. In addition, when the opportunity arises we may observe candidates in their current role and/or require them to walk us through a lesson or unit they have taught in person. The principal also calls the candidates current employer to discuss attendance, performance, etc. and looks to see if the candidate has had any prior discipline issues as well as uses the CPS Taleo system to view candidates application videos

High-quality and ongoing professional development based on scientifically based research for teachers, principals, paraprofessionals, and if appropriate, pupil service personnel, parents and other staff to ensure students meet state standards.

High-quality professional development is on-going and begins during the summer. Teachers and support staff receive a week of PD prior to the start of the school year. The PD is always research-based and aligned to school wide goals and initiatives. In addition, teachers engage in principal-directed team meetings bi-weekly in which they receive academic and SEL professional development and on a quarterly basis, teachers/staff are able to engage in full-day professional development during Staff Improvement Days

Strategies to increase parent involvement, such as family literacy services.

In order to increase parent involvement, the school hosts monthly Family Activities such as Literacy Night, Reading Fair, Stem Night, Art Exhibition, Talent Show, Walkathon, Data Night, Wax Museum, family Bowling Night, etc. In addition, we encourage parents to become a vetted CPS volunteer by providing support in the application process during Open House, evening events, Report Card Pick Up, etc. Parents are also encouraged to volunteer to be a "Parent Patrol" volunteer to assist with supervision during lunch and recess as well as monitoring the "Student Patrols", etc.

Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to the local elementary program. **Not applicable to middle or high school buildings.

Although our Prek program is housed in an off-site location, the teachers, staff, and parents engage in regular communication with our K-8 elementary grades in the main building. The PreK Lead Teacher communicates on a regular basis with the admin team to ensure that school wide events, activities, and/or expectations are effectively communicated to the pre-school parents/families. The Prek program engages in a variety of events that take place at the main building throughout the school year such as performance assemblies, field trips, and our end of the year school picnic. In addition, we offer a Step Up to Kdg

program for our Prek parents at the end of the school year as their students transition to the main building for Kindergarten.

Measures to include teachers in decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program.

Per CPS/CTU policy, teachers are fully engaged in the annual development of a Student Assessment Plan in which they take ownership in determining which formative/summative assessments will be used as well as the frequency of the administration of progress monitoring. Teachers are also encouraged to work collaboratively with their grade level team to create common assessments aligned to the CCSS

Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance, which shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Students who experience difficulty mastering grade level content or skills will be provided one-on-one support through tiered MTSS interventions. Progress will be monitored on a weekly basis. In addition, based on teacher/parent referral, our BHT (Behavioral Health Team) which meets bi-weekly will discuss potential SEL supports that a student may need in order to achieve academic success; Students who are "at-risk" will also be targeted for participation in the OST after school tutoring program and will be given priority preference

Coordination and integration of federal, state, and local services and programs including programs supported under No Child Left Behind, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. Please describe how this will be accomplished.

The school will coordinate with a variety of federal, state, and local services to elicit a wide range of programs to support students, families and the school community. That will accomplished through our CISC (Communities in the Schools of Chicago) partnership which brings in nutrition programs, anti-bullying workshops, career development, SEL strategies, college field trips, etc. In addition, our counselor will provide students with college and career support by facilitating weekly GO CPS sessions in our middle school grades 6-8. Students will be provided opportunities to attend field trips that expose students/families to vocational education and job training. In addition, our Girls, Inc. partnership, which aims at empowering girls to become strong, brave and bold provides opportunities for our girls to attend field trips that highlight professional, successful women in the work place in an effort to build self-esteem. We also partner with Alternatives, Inc. from the ODLSS to provide our male students with a male mentor

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the ESSA reauthorization represents a notable shift in the role of parental

involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

Schools must involve parents and family in the joint development and periodic review and revision of the ESSA, Title I school parental and family engagement plan and policy, and in the process of school review and improvement. Please describe how this will be accomplished.

The Parent Advisory Committee will continue to meet on a monthly basis to determine their needs, gather information, assist in planning and school improvement. The lead will then meet monthly with Administrators to consult and share ideas for improvement. In addition, the parents continue to have many opportunities to communicate their ideas through our communication channels of Parent Square, Class Dojo, Weebly Websites, and School Newsletters. Parent surveys will be sent out via Google surveys, paper/pencil formats and parent forums. Parents will be provided with Data Workshops and SEL updates so they have a clear understanding of what is happening at the school.

The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional parental and family engagement meetings, including school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

Parents will be personally invited by the Principal when they attend our Open House event. They will also receive invitations on a monthly basis to attend meetings through our monthly newsletter, and Parent Square communication tool. The event will be listed on the school calendar, reminders will be sent via Parent Square and flyers will be sent home with students. Each parent will be asked to be involved in our Each One, Reach One program. This is where each parent will be asked to reach out to another parent and bring them to the meeting with them. The Title I Annual Informational Meeting and the Title I PAC Organizational Meeting will be held on September 27, 2020.

At the request of parents and family members, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.

Any requests made by parents will be brought to the attention of the school's administrators and then brought to the Instructional Leadership Team for discussion and review. Recommendations will be provided and Administrators will provide the PAC chair with feedback and next steps.

Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading. Please describe how this will be accomplished.

The Illinois Assessment of Readiness (IAR) reports will be distributed to parents at the first quarter parent-teacher conference. The Illinois Science Assessment for 5th and 8th grade students will be mailed to the homes. NWEA student progress reports and Goal setting sheets will be printed and sent home with students at the end of each testing window. Parents will receive alerts via ParentSquare, and the school newsletter informing them when they can expect to receive the reports.

Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks. Please describe how this will be accomplished.

Notification to parents concerning a teacher deemed not "highly qualified" will be sent directly to the home via the US mail.

Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.

The school will host a "Data Night" and will provide a power point presentation that reviews CCSS and expectations for state assessments. A focus will be on providing clear explanations regarding the following points: CCSS, NWEA RIT scores, Grade book, class Weebly websites, and online academic support programs - Stride Academy, Blue Streak Math, Accelerated Reader, Raz Kids, etc. In addition, the SOS address will provide a clear understanding of school wide data, trends, priorities, and next steps.

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

Parents will be encouraged to join Parent Portal, if they have not already done so. Time will be allotted for parents to come to the computer lab and they will be provided assistance by our Technology coordinator on how to sign up and have the ability to access their child's grades. The Parent Center provides computers and literature for parents to access information. Literacy and math nights will take place and teachers will provide parents with activities that can be done with their child to improve their academic achievement. The teacher's Weebly websites, Google classroom and the school website clay.cps.edu will also be utilized for tips parents can use to assist their child. Parent incentives such as scratch off tickets and raffles will continue to be used to Increase parental involvement. Parents will be provided training on how to assist their child with E-Learning opportunities as well.

Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate and work with, parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members. Please describe how this will be accomplished.

The Climate team, in collaboration with the PAC, will provide staff with professional development on ways to build the parent-teacher partnership during the professional development days at the beginning of the school year. Mid-year, the climate team will survey teachers to determine the impact of out reach efforts to parents. Our CISC partnership will include programs and supports that target families and build capacity and increase two-way home-school communication

Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents and families in more fully participating in their children's education. Please describe how this will be accomplished.

Parents of our state pre-school program will be encouraged to sign up for ParentSquare which is an online school communication tool. In addition, parents will receive monthly school wide newsletters and individual classroom communications detailing upcoming school events and activities. Pre-K lead teacher will collaborate with classroom teachers in creating and leading a cohort of parents to support them in participating in their child's education.

Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.

All communications to parents will be available to parents in English and Spanish through the school newsletter, Parent Square and the marquee. Any invitations made by students or teachers to events will be translated into Spanish, using Google Translate. when necessary.

Policy Implementation Activities

The LSC will approve the school improvement plan and monitor the CIWP.

In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.

The school will coordinate the parent and family engagement programs identified in the CIWP.

The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.

Explain why any of the boxes above are unchecked: (type "n/a" if all are checked)

n/a

School-Parent Compact (Complete)

The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)

The school will provide high-quality instruction in a supportive learning environment by communicating the schools mission and adhering to it. Our mission at Clay is to set high expectations for all and develop partnership amongst home, school and community, which promotes student success within a safe, engaging and supportive environment. Our educators collaborate in utilizing the CCSS across a

comprehensive and diverse curriculum. We challenge all students to achieve academic success while also developing socially and emotionally.

The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.

Parent- teacher conferences will be held on the dates determined by CPS. Teachers and parents may schedule meeting times in advance, allotting 10-15 minutes, depending on the number of parents a teacher needs to meet with or may come in any time between the hours of 11:00-2:00 and 3:00-6:00.

The school will provide parents with frequent reports on their children's progress. Describe when and how the school will provide reports to parents.

Parents will have the ability to access Grade book in Aspen which will be updated on a weekly basis. The parents will be given progress reports every 5 weeks and they are able to schedule appointments with teachers if they need to discuss their child's progress. As needed, students will receive weekly/daily written progress communication with regards to behavior and expectations.

The school will provide parents access to staff. Describe when, where and how staff will be available for consultations with parents.

Parents are encouraged to write, email and/or call to schedule a meeting with teachers, either before or after school or during the teacher's preparation period. Teacher email addresses can be found on the school website at clay.cps.edu. Parents can use Parent Square and Class Dojo as well as communication tools. Every attempt will be made to accommodate parent requests for conferences.

The school will provide parents opportunities to volunteer and participate in their children's classes. Describe how and when parents and family members may volunteer, participate, and observe classroom activities.

We have a Parent Patrol, in which parents are asked to assist in the lunchroom and during recess. Parents are invited on field trips, asked to participate/assist in school fundraisers and they are welcome to observe and/or participate in classroom activities as often as needed or as they would like to. When teachers have special projects they will often invite parents in to assist. All parents must be vetted through the CPS volunteer policy. Visit cps.volunteers.org for more information. Parent volunteers must sign in at the main office, receive a visitor's pass, and must adhere to the schools posted visitor policy.

The parents will support their children's learning. Describe how the parents will assist learning (i.e. monitoring attendance, homework completion).

Parents will be strongly encouraged to sign up for Aspen's Parent Portal as that is the communication tool in which they can access students assignments and grades. Many teachers post assignments through class Dojo, weekly class newsletters and/or Google classroom. Parents are strongly encouraged to sign up for those tools of communication as well. Parents will also be encouraged to support attendance policies and participate in attendance incentives. In addition, parents are encouraged to monitor their student's homework completion on a daily basis and reach out to teachers with any questions or concerns regarding the work and/or expectations.

The parents will participate in decisions relating to the education of their children. Describe when, where and how parents will consult with the school.

Parents consult with the school through our Parent Square and Class Dojo communication tool, emails, face-to-face meetings/conferences as well as by attending LSC/PAC/BAC monthly meetings. Parents have access to Principal and Assistant Principal during their posted office hours or as scheduled.

The students will share the responsibility for improved student academic achievement. Describe how the students will assure academic achievement (i.e. good attendance, positive attitude, class preparation).

Students will assume ownership of their learning by striving for 95% attendance, actively participating in academic and/or behavioral goal-setting, adhering to the school wide behavioral expectations - ROAR, and by being prepared for school each day. In addition, students will set high expectations for their learning and will strive to attain those goal by the EOY. Individual, classroom and grade level incentives for Social/Emotional success and attendance will be offered to students as well through the Climate team's monthly incentives and the Attendance team's incentives.

Parent Budget (Complete)

Goals: Indicate goals, timeline of activities and training topics that are designed to assist parents and families with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental and family engagement involvement; specify your goals.

Goals for improving student achievement through parental involvement activities include professional development through the use of consultants, workshops, field trips and seminars, as well as providing literature and other resources to empower parents and build capacity with regards to supporting student learning. Parents will complete a needs survey at the start of the school year and relevant professional development/training opportunities will be scheduled and offered quarterly. Additional goals include increased and equitable parent participation in BAC and PAC meetings as well as school/community events such as Open House, Academic Night, Wax Museum, Reading Fair, Stem Night, SOS Address, etc.

Allocate your Mandated Title 1 Parent and Family Engagement Funds to support your Parent and Family Engagement Program.

Account(s)

Description

Allocation

51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$500.00

53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$500.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$2122.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$500.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
53510	Postage Must be used for parent and family engagement programs only.	\$0.00
53306	Software Must be educational and for parent use only.	\$0.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$0.00